

East Shore High School 1551 West 1000 South Orem, Utah 84058

September 29, 2006





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

East Shore High School 1551 West 1000 South Orem, UT 84058

September 29, 2006

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, September 29, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of East Shore High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Tim Brantley is also commended.

The staff and administration are congratulated for their desire for excellence at East Shore High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at East Shore High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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EAST SHORE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Tim BrantleyLori Thorn	±
Kip Bromley	
Kip Bronney	Addit Ed Coordinator
<u>Counseling</u>	
Gail Cameron	
Robert Williams	
Nancy Taylor	Counselor
G	
Support Staff	
Ashley Billingham	Administrative Secretary
Angela Hill	
Karma Guthrie	Registrar
Faculty & Staff	
Annette Armstrong	Curriculum Aide
Hollie Belt	
Teresa Bryan	Para Educador I
Nicky Burnett	Evening Tracker
Katie Busby	
Tom Busby	
Robbie Butler	
Joe Carpenter	
Lyndsay Casper	
Jandel Christensen	
Eleanore Curtis.	
Bill Fotu	_
Bus Gillespie	
Cindy Golding	
Blaine Greenhalgh	Science Teacher

Faculty & Staff Cont.

Dave Groesbeck	Evening Counselor
Cougar Hall	Health and PE Teacher
Carolyn Hansen	Custodian
Kelly Harper	
Ben Hartle	On-site Computer Tech
Melanie Helm	Science Teacher
Shane Ivie	Custodian
McKay Jensen	IT Webmaster
Ed Jorgensen	Head Custodian
Julie Kassel	Special Ed Teacher
Kari Kerr	
Mike Larsen	Evening Social Studies Teacher
Hawley Layton	
Julian Li	_
Lori Lowe	
David Lund	
Matt Madsen	Social Worker
Sandy McAvoy	
Daniel Miller	Custodian
Judy Miller	
Diane Ogborn	
Doug Olsen	Evening PE Teacher
Kasie Payne	
Ronie Perkes	
Randi Perkins	
Cody Phillips	
Eldon Randall	
Judy Robinson	
Gabe Santistevan	
Scott Schroeder	Media Teacher
Connie Seegmiller	
Diane Singleton	
Ron Smith	
Paula Soderstrom	
Dana Sommerville	
Cecil Tuley	
Kim Valk	
Chris Wettstein	
Scott Willis	
Betty Woodruff	
Shannon Wyckoff	Tracker

EAST SHORE HIGH SCHOOL

VISION

We will become a school of alternatives, Rather than an "alternative school"

MISSION STATEMENT

We are committed to improving individual lives by improving individual learning.

BELIEF STATEMENTS

- Student learning is our paramount responsibility and must drive our decision making.
- Learning is essential to success and happiness in life.
- A variety of instructional approaches accommodates differences in learning styles and allows students to be active learners.
- Each student is a valued individual with diverse needs.
- A safe, comfortable environment promotes learning.

MEMBERS OF THE VISITING TEAM

Glo Merrill, Murray School District, Visiting Team Chairperson

Georgia Loutensock, Utah State Office of Education

Ted Lovoto, Accreditation Consultant, Utah State Office of Education

VISITING TEAM REPORT

EAST SHORE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

East Shore High School is the alternative high school for Alpine School District. It is an outgrowth and revision of the Alpine Life and Learning Center (ALLC), the previous alternative high school. ALLC opened officially in August 1994. It was located on the northwest corner of the Utah Valley State College campus in Orem, Utah. It was a combination of the Assisted Studies Program, developed in 1985, and the Alpine district's Young Mothers Program. The facility provided a daycare for the children of students, a cafeteria and labs for student learning. After the ten year lease with UVSC had ended it became necessary to relocate ALLC. The current building on 1000 South in Orem was completed in the fall of 2005. The name was officially changed to East Shore High School at the same time.

East Shore High is a competency based high school that offers curriculum in individual curriculum units. The units are written by East Shore faculty and meet the Utah State Core Curriculum and Alpine School District standards. Each unit is worth an eighth of a credit.

East Shore High School serves students from the seven boundary high schools in Alpine School District and also ninth graders from the ten junior high and middle schools. Students may be enrolled at East Shore as full-time students, part-time students or dual-enrolled with their boundary high school. Super seniors, students whose class graduated the previous year and are working toward a traditional high school diploma, also attend East Shore High School. East Shore also offers programs for Young Parents, expelled students and evening classes.

a) What significant findings were revealed by the school's analysis of their profile?

East Shore High School has a fluctuating enrollment that increases in the spring of each year as more students enroll to fill requirements for graduation. Also, there is a definite spike each April in dual enrolled students, those who attend the boundary school and come to East Shore in the evening.

Standardized testing data must be considered inconclusive because of the transient nature of the student population. Students who take the Iowa or UBSCT may not be attending the school when the results are received or students may have taken the tests at their boundary school. Results of these assessments may not be available or of value to the school.

b) What modifications to the school profile should the school consider for the future?

East Shore may consider tracking individual student's attendance, credit earned, achievement, etc.

Suggested Areas for Further Inquiry:

- Since student success is often determined by regular attendance and credits earned, East Shore High School should consider expanding the collection of data in these areas to determine who is learning and who is not learning.
- As the school continues to expand the profile data, the Visiting Team would suggest the school expand the profile to include disaggregated data regarding achievement and attendance of subgroups (i.e. English Language Learners, Special Education, minority, disadvantaged students, etc.).

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

The East Shore High School self-study represented a collaborative and cooperative effort. Faculty and staff were involved from the very beginning of the process.

Students and parents were trained in the process and came to a common understanding of the language of the rubrics and participated in the focus groups. Parents and students were given specific assignments as part of the process. For example, students were given the assignment to collect evidence and interview other students. All stakeholders responded to various surveys.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The school's self-study was honest and straight forward and accurately reflects the school's current strengths and limitations. The self-study also briefly examined some areas that may be future concerns and goals that may result from growth, district priorities, etc.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

East Shore High School's desired results for student learning are as follows:

Desired Results	Indicators & Descriptions	
Social & Civic Responsibility	Assumes responsibility for personal actions and demonstrates honesty, fairness, and integrity. Demonstrates an appreciation of diversity and interdependence of all people. Demonstrates social and environmental responsibility. Participates in academic service learning that supplements and reinforces skills learned in the classroom.	
Effective Communication	Selects, plans, and organizes ideas to communicate with clarity, purpose, and understanding of audience. Actively listens, responds appropriately, and acknowledges the ideas of others. Recognizes, analyzes, integrate, evaluates, and uses a variety of communication forms and skills. Communicates about technology using developmentally appropriate terminology.	
Employability	Possesses flexibility, adaptability, and the capacity to cope with and manage change. Demonstrates self-motivation, dependability, and initiative. Exhibits analytical and decision making abilities. Participates as an effective team member. Demonstrates organization, planning, and prioritization abilities as well as leadership abilities. Recognizes the impact of technology on business and industry.	

Shared Vision, Beliefs, Mission, and Goals:

- a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?
 - The Visiting Team compliments the School Leadership Team on guiding the faculty and staff through an effective consensus-building process regarding the school's vision, mission and beliefs. Parents, students, and community members were not involved in the self-study process except for their participation in focus groups.
- b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?
 - The school's Belief Statements focus on student learning and all stakeholders are committed to improving student achievement at East Shore High School.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

The mission statement, beliefs, and desired results for student learning are well aligned. The school also outlined indicators and descriptions for each DRSL which will help the school measure student understanding and improved achievement for each DRSLs.

Curriculum Development:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

The Visiting Team found that the faculty of East Shore utilizes the Utah State Core Curriculum as a foundation for all courses taught at the school. It is evident that collaboration is an ongoing effort that addresses the diverse learning needs of the students. It is apparent the principles in the Utah Life Skills document are a strong foundation for curriculum planning and construction.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

The Visiting Team observed that the fall semester, especially prior to October 1st, is used by faculty to regularly review and revise the curriculum. This is due to the small numbers of students enrolled at that time thus affording teachers more time to dedicate to curriculum needs.

The curriculum is publicly accessible in its entirety. Nonessential material is continually removed from the curriculum units and the majority of teachers believe the curriculum units teach some or all of the DRSL's either directly or indirectly. However, goals specific to the DRSLs need to be formulated and subsequently achieved through a well defined action plan.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

Instruction at East Shore High School is based on individual curriculum units. Instructors have developed approaches that tie student expectations and goals to quality educational experiences. Within the individual units are opportunities for students to increase their learning through written instruction, video presentation,

audio instructions, on-line research, and hands-on experimentation. The Visiting Team was able to observe students working individually in units, viewing videos, working on-line, conferring with teachers, etc.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

Each instructor and department has a variety of materials and resources to assist individual students in the completion of their assigned units. Each unit includes assignment/activities aligned with the course content and many require different learning strategies. Each student must meet with the teacher a minimum of three times while completing a unit. During these contacts teachers employ instructional strategies that meet the individual needs of the student and the content of the unit.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

East Shore High offers a variety of opportunities which support student learning through outreach to the community and academic service learning activities.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?

Assessments are designed to meet the content of the individual curriculum units. Each unit includes assignment/activities, a project, an essay, and an objective test given in the school's testing center. Each student must meet with the teacher a minimum of three times while completing a unit.

Assessments, both formal and informal, are designed and aligned to course specific standards and objectives. Projects and essay topics vary with the subject but all align with core curriculum standards.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

All assessments are designed to align with the content and level of the material. Assessments are regularly evaluated and revised as needed to support student learning and increase student understanding.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

East Shore faculty has developed a variety of assessment tools, including rubrics, based on the Six Traits model, for essays required for each unit.

All objective tests are completed in the Testing Center using a computers and a highly sophisticated testing program that randomly selects and orders questions for each test. Questions have been developed and evaluated by the faculty to align with the course standards and objectives and the intended purpose of the assessment.

Leadership for School Improvement:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

The Visiting Team observed a high degree of cooperation and support between the school's administration and the faculty and staff. It appears that faculty support of the administration is broadly felt and school goals are valued by all stakeholders.

b) To what extent does leadership employ effective decision making that is datadriven, research-based, and collaborative?

The Visiting Team observed that the administration and staff work collaboratively in the decision making process which has a positive affect on the total school environment. Key information, based on data accumulated, was evident and utilized for schoolwide improvement and planning.

c) To what extent does leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

The administration and staff use a high degree of technology in educating the students at East Shore High School, from attendance data to delivery of the educational product. The curriculum units offer students variety which assists them in meeting his or her own learning style, by using both traditional and nontraditional classroom methods.

The Visiting Team observed that although many students are regular attenders, a high number of curriculum units go unfinished and the students are not progressing adequately toward graduation. The administration recognizes this challenge and will need to work to alter the current pattern.

d) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

The Visiting Team observed that the administration is concerned about and works diligently to ensure that agreed upon policies and operational procedures are consistent with the school mission. Safety is a primary concern at the school. Cooperation with the community, which initially was concerned about the placement of the school in their community, is important and it was noted by patrons that the school resource officer, along with the administration, is responsive to all concerns.

It was noted by several staff members that the school has lost staff due to budgetary cuts and these cuts have had an adverse impact on the overall program of the school.

e) To what extent does the leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

The Visiting Team observed that the leadership team arrives at decisions regarding resource allocation, in a collaborative manner, which includes all key stake holders. Application of those resources toward achievement of the schools' DRSLs is ongoing. It is evident that the school is continually working towards meeting these worthy goals.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

It is very apparent that positive parent involvement is a constant challenge for the entire staff of East Shore High School. Recent Parent/Teacher Conferences were poorly attended. The administration works hard to keep the School Community Council a viable part of the school community. The administration will explore ways to involve more parents in their children's education and to bring more parents into this beautiful new school.

Community Building:

a) To what extent does the school foster community building and working relationships within the school?

It is evident that the administration and staff work diligently to foster positive relations with the surrounding community. Initially the patrons were very concerned about the school being placed in their community but through consistent efforts by the staff, especially the school resource officer, the image of the school is very positive.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

East Shore High School serves the entire Alpine School District as an alternative school and as a result involvement by students' parents is minimal. This circumstance can also be contributed to how parents view the school system in general and may be a basis for mistrust.

The school collaborates often with youth service agencies and fosters partnerships with such support organizations like Wasatch Mental Health, Orem Police Department, and other agencies which increase the students' opportunities for success.

Culture of Continuous Improvement and Learning:

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

East Shore High School has weekly professional development scheduled within contract time. While much of the focus the past three years has been on the self-study process, the school has also read a book together and discussed best practice. The administration may encourage the School Leadership Team to design professional development that will lead to the achievement of the school goals.

b) To what extent does the school create conditions that support productive change and continuous improvement?

East Shore sustains a commitment to continuous improvement and renewal. The Visiting Team would encourage the school to develop a clear improvement plan focused on improving student learning and the completion of graduation credits.

Community Building:

a) To what extent does the school foster community building and working relationships within the school?

It is evident that the administration and staff work diligently to foster positive relations with the surrounding community. Initially local patrons were very concerned about the school being placed in their community. Through consistent efforts by the staff, especially the school resource officer, the school now has a positive image within their community.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

East Shore High School serves the entire Alpine School District as an alternative school and as a result involvement by students' parents is minimal. This circumstance can also be contributed to how parent view the school system in general and may be a basis for mistrust.

The school collaborates often with youth service agencies and fosters partnerships with such support organizations like Wasatch Mental Health, Orem Police Department, and other agencies which increase the students' opportunities for success.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITIED SCHOOLS (NAAS) CORE STANDARDS 1-8

The Northwest Association of Accredited Schools is in the process of piloting revised Core Standards for accreditation during the fall of 2006. East Shore High School was found in compliance with these revised standards. The school will file an annual report October 15, 2006. The annual report will provide detail as to the school's compliance with the NAAS Core Standards.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?
 - The faculty and administration worked together to develop the action plan. However, the plan does not focus on improving student learning. The Visiting Team is confident that the School Leadership Team will work collaboratively to revise the action plan to reflect the recommendations of the Visiting Team.
- b) To what extent is there sufficient commitment to the action plan, schoolwide and system-wide?
 - All stakeholders are committed to improving student learning for <u>all</u> students enrolled at East Shore High School.
- c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?

The current action plan does not articulate an effective method for monitoring schoolwide improvement. As a result of the site visit, the administrative team understands the importance of collecting and using data to monitor the school's progress and to periodically evaluate the effectiveness the improvement efforts.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the School Leadership Team in guiding the school through the self-study process. All stakeholders were involved and are committed to continuous school improvement.
- The Visiting Team commends the faculty and staff on their dedication to students. East Shore High School has a positive academic learning climate where students feel safe, comfortable, and accepted. The highly qualified staff interacts with each student individually to confirm the student's understanding of content.
- The administrative staff is commended for their commitment to building professional learning communities that meet regularly to study best practice as well as collaborate on curriculum development.
- The faculty of East Shore High School has developed individualized curriculum units that are aligned to the state core and expose students to a wide range of learning experiences as well as a variety of assessments. The curriculum is available to a large, diverse group of students and the school is open extended hours as well as during the summer.
- The School Resource Officer is commended on his expertise in developing positive relationships with the students. In addition, the officer has worked diligently to build a good working relationship with the community.

Recommendations:

- The Visiting Team is concerned that the total credits earned by the full time and dual enrolled students is significantly lower than expected. It is recommended that the School Leadership Team and faculty focus on improving student learning and the number of credits earned.
- East Shore High School should develop resources to meet the needs of struggling learners (i.e. ELL students, students with low level reading ability, etc.).

- The current action plan will require some revision. As the school moves to explicitly teaching the DRSLs in content areas, the faculty should come to consensus on how to assess effective communication, employability, and social responsibility.
- It is a recommendation of the Visiting Team that East Shore High reach out to the parents of the East Shore students and encourage them to become involved in their child's education.